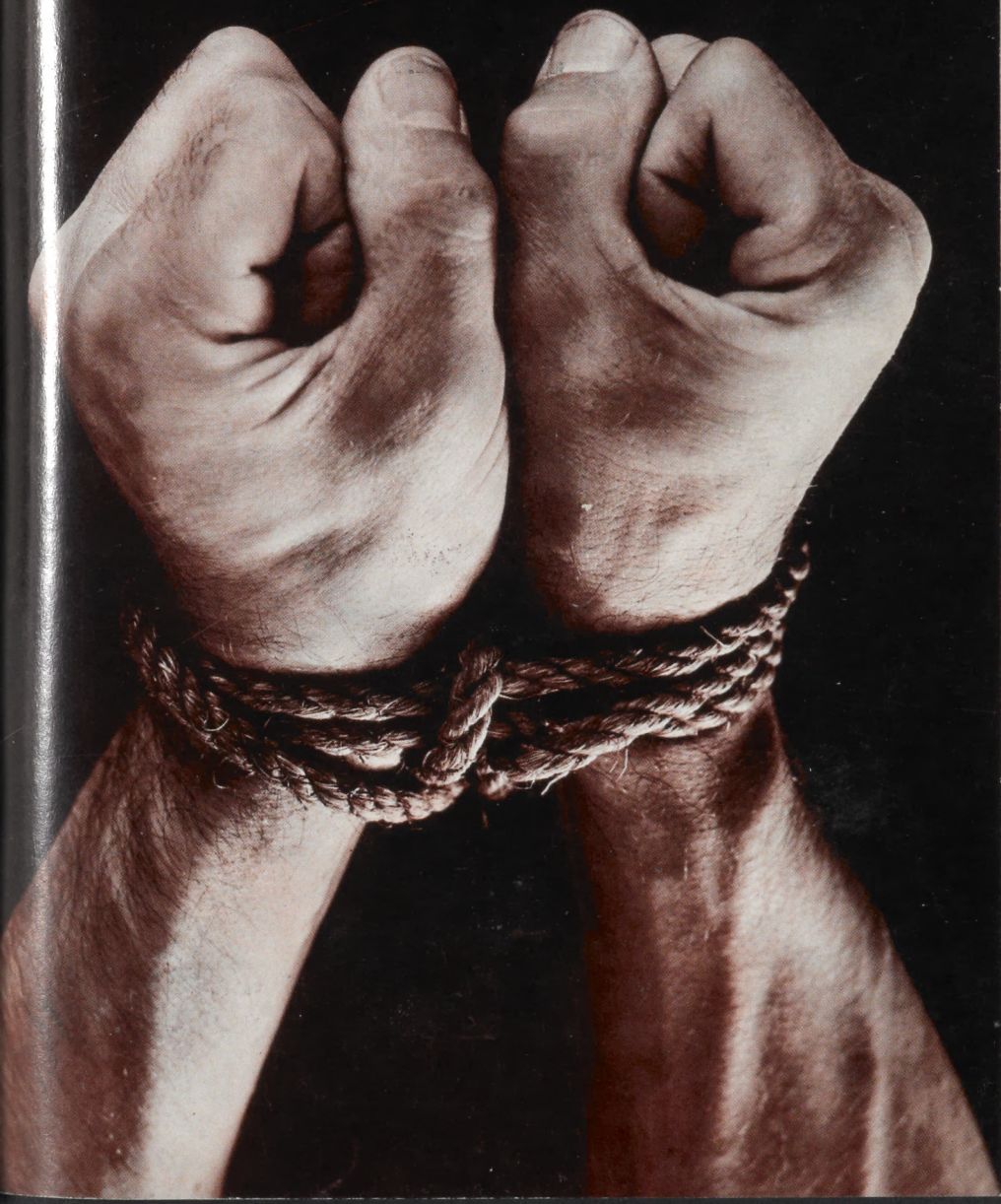


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JANUARY, 1960





# THE MONTH'S COVER STORY

Our cover picture is symbolic of the role of the teacher in the classroom. The primary purpose of all teaching is to strike off the bonds of ignorance and illiteracy. Millions of the world's children will go through life with minds dwarfed and crippled by the lack of education.



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## THE ATA MAGAZINE

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# the **ATA** magazine

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# Payment of Teachers

One of the sections of the report of the Royal Commission on Education which is bound to interest teachers is Chapter 24 dealing with the payment of teachers. Careful study of this section of the report reveals that the Commission accepts the present salary structure, which relates teachers' salaries to education and experience, as going a long way towards recognizing quality of teaching performance. Also quite evident is the fact that the Commission has rejected the traditional concept of merit pay and has chosen instead to recommend a system of super maximums to be used to recognize "superior" and "master" teachers.

Most important of all is the fact that the Commission sets down a list of ten prerequisites for improving education which must be met before any system of merit rating and merit pay is established. Taken together, these points suggest that high standards be applied to persons entering the profession, that requirements for permanent certification be stiffened, that job specifications be set down for various teaching positions, that teachers be used in the areas of their specialization, that working conditions be improved, that opportunities for inservice training be expanded, that accurate means of evaluating performance be devised, that salaries be raised to levels competitive with other professions, and, finally, that school boards be given grants large enough to enable them to compete for the best teachers. It is important to note that, in the Commission's view, if these conditions are met, the need for merit pay will have largely disappeared. Evident throughout this section and other sections of the report is the Commission's preoccupation with the urgent need of upgrading immediately the qualifications of all teachers.



When the Commission discusses salary scales for teachers, it outlines a schedule which it believes should be applicable to teachers now teaching in the province. The scale applies to teachers who do not hold permanent certificates, to those who hold permanent certificates, to those rated as "superior" by local decision, and to those rated provincially as being "master" teachers. A beginning teacher can receive two experience increments automatically and then is not entitled to further increments until he achieves permanent certification. A teacher who holds a permanent certificate would be entitled to three more automatic increments which would bring him to his maximum. Entitlement for a further four increments, subject to the discretion of the school board, would be available to teachers who have been rated by a local committee as "superior". The Commission suggests that from one to five percent of the total teaching force might be selected as "master" teachers by a provincial rating committee. Such teachers would be entitled to a further three increments.

Worth more than casual comment is the fact that the Commission indicates that during the current year the salary scale at the bachelor's degree level should range from \$5,000 to \$8,200 with a series of five automatic increments. By contrast, we note that the averages of present scales for the same level are \$4,355 to \$6,844.

In summary, Chapter 24 of the Cameron Commission report contains the following points.

- The present single salary schedule structure, based on qualifications and experience, is generally satisfactory.
- The present method of negotiating teachers' salaries is accepted by implication.
- Salaries for teachers holding four years of university education should range from \$5,000 to \$8,200, and for those with a master's degree the range should be from \$5,000 to \$9,200.
- The traditional concept of merit pay is rejected.



- A system of super maximums based on merit rating is advocated.
- Teachers should be classified as:
  - beginning teachers without permanent certificates,
  - those holding permanent certificates,
  - “superior” teachers as determined by a rating team set up at local level,
  - “master” teachers as determined on a province-wide basis by a Central Records Registry.
- The principal is to be a member of the local rating team for determining “superior” teachers.
- Teachers are to be consulted regarding criteria for rating, the rating form, and the composition of the rating team.
- Before any system of merit rating for pay is set up, the ten direct means of improving education are to be implemented. If these prerequisites are effected, merit rating for pay may be unnecessary.
- Further study at provincial level of plans for merit rating is recommended.
- More rigid control of permanent certification is recommended.
- A new concept of pay for principals is recommended.
- It is recognized that salaries require constant review.
- Retired teachers are to be permitted to teach without restriction of pension benefits.
- It is recommended that fringe benefits, such as group insurance, hospital and medical services, be improved materially.
- It is recommended that special equalization grants be available to rural boards to enable them to compete realistically for teachers.
- It is recommended that local boards investigate the provisions of the *National Housing Act* in relation to teacher housing.



# *New Year's Greeting*



In early February of 1959, a United Nations education survey found that only slightly more than half the children of the world between the ages of five and fourteen were attending school. The report of this survey, which received but scant attention by the press, said that there are 550,000,000 children of school age but that 250,000,000 are receiving no formal schooling. This shocking fact clearly reveals that, next to providing the bare necessities of life, education of the young remains the most urgent problem still facing many nations.

We may count ourselves most fortunate that the situation in our own province is a notable exception to this sad state of affairs throughout the world generally. In Alberta, education waged a harsh struggle for existence during the dirty thirties, enjoyed some modest gains during the grim years of World War II and its aftermath in the forties, but marched forward with giant strides in the decade already being characterized as the fabulous fifties.

In 1950 in this province, there were 173,000 pupils in 2,136 elementary and secondary schools taught by 6,500 teachers who earned an average salary of about \$2,500 each. In 1959, there were 273,000 pupils in 1,318 elementary and secondary schools taught by nearly 11,000 teachers who earned an average salary of about \$4,700 each. A second look at these figures will bring home a full realization not only of the phenomenal growth and improvement in our school system during the past decade, but also the transformation which has been brought about in rural areas by the centralization of school facilities. Ten years ago there were still 1,545 one-room schools in operation. By 1959 this number had dropped to 275. To keep pace with this unprecedented change and expansion 6,642 new classrooms valued at \$183,000,000 were built during the fifties in carrying out a



mammoth construction program that reached into every part of the province. The total budgets of all school boards soared from \$29,000,000 in 1950 to over \$85,000,000 in 1959.

At the beginning of the decade, the legislature voted \$11,220,770 for the Department of Education of which \$8,400,000 was allocated for school grants. In 1959, the legislature voted \$62,583,925 for the Department of Education with \$54,000,000 earmarked for school grants.

The ten-year period just ended was also marked by such major highlights as full-scale development of the campus of the University of Alberta in Edmonton; the beginning of a new university campus in Calgary; the founding of the first Junior College at Lethbridge; the establishment of a School for the Deaf in Edmonton; the provision of Schools for Retarded Children in the main centres of the province; the introduction of the county system of local government in some areas; coterminous boundaries for nearly all school divisions and municipal districts; and the most thorough-going survey ever made of the school system of the province conducted by the Royal Commission on Education which completed its work in late 1959.

As we move into the sixties, we may look forward with confidence to further progress for our schools. Today the record number of students taking teacher training at the University of Alberta is a great source of encouragement for the future and convincing proof that our young people are taking a keener interest than ever before in pursuing a career in education. We may expect many developments in the field of technical and vocational training, more attention to the needs of both superior and handicapped students, and improved programs of study for all. May we also hope that during the sixties greater emphasis will be placed on moral, intellectual, and spiritual values so necessary to maintain a healthy and vigorous society.

In bringing cordial greetings from the Government of the Province of Alberta and the Department of Education, I wish to extend to all members of The Alberta Teachers' Association our sincere thanks for the very fine service rendered by teachers during 1959, and to express a special word of appreciation to those members who directly assisted the Department by acting on curriculum committees and marking examination papers.

It is a great pleasure to convey to all teachers and their families my personal best wishes for a Happy and Prosperous New Year. May God grant us wisdom, strength, and understanding sufficient to meet the great challenge of the days ahead.

—ANDERS O. AALBORG



# Why

## Procrastinate?

Looking for a new year's resolution? The author of this piece says each one of us has a tinge of procrastination and that it is time we did more than shrug our shoulders about it. It isn't necessary to learn anything new in the way of information, but just to relate what we know to our daily problems.

EVERYONE in these days suffers under the feeling of being pressed for time. We do not seem to catch up with things as we used to do. We are afraid to sit down with only our thoughts for company, because those thoughts inevitably turn on something we should be doing.

Much of this feeling is due to procrastination, the habit of needlessly putting off things to which we should attend. The putting off is in turn caused by inertia and lack of planning.

This is a serious problem, because procrastination does more than almost any other habit to deprive us of satisfaction, success, and happiness. It does not solve any problem when we toss it into the tray marked "pending".

More than two centuries ago Edward Young, disappointed in law, politics, and in his 35-year rectorship of a small church, wrote the often-quoted line, "Procrastination is the thief of time." In fact, procrastination is much more. It is the thief of our self-respect. It nags at us and spoils our fun. It deprives us of the fullest realization of our ambitions and hopes.

In business, a man who hesitates is lost. He seeks, quite rightly, to bring to bear on his decisions the mature judgment that is the outcome of thought directed toward solving a problem, but there is a deadline beyond which he must not prolong his deliberation. He must make decisions, and not postpone them, or his opportunity for profit and fulfilment disappear.

In our other life, the cultural part, procrastination is equally damaging. There is usually no want of desire on the part of most persons to arrive at the results of self-culture, but there is great temptation not to pay the necessary cost of it in time and work.

Even our leisure is eaten into by procrastination. So many people complain that they have no time for leisure. They are constantly driven. Life for them is a steady grind or a mad dream. These are people who do not organize their time and energy. They are of the sort that

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find themselves nervously unfit to deal with immediate things, to stand the pressure of an urgent job.

It is amusingly true that few of us really enjoy the sensation of putting things off. Our consciences prevent us from taking pleasure out of postponing our chores.

### Menace to success

Business men who are today at the heights of success are invariably men who were judicious enough to exert themselves at the proper time 20 or 30 years ago. They did not put off any of the things that were necessary to their advancement. Having their eye on tomorrow's opportunities they got today's business out of the way today. As Samuel Smiles said pungently in his *Self Help*: "Men who are habitually behind in their work are as habitually behind success. You do not see listless or languid men at the top of the executive tree."

Many men may credit their success in life to looking just a little way ahead and so bringing the future up to the present. They say to themselves: "If I do that now . ." instead of "If I find myself compelled to do that sometime . ."

Young people particularly need to beware of putting off. Dante described the vice in this way: "Hesitating I remain at war 'twixt will and will not in my thoughts." Eventually, perhaps sooner than we think, it is too late. In maturity, the procrastinating man finds himself one of the many ordinary, dispensable workers, while his boyhood chum who busied himself sits at his mahogany desk.

When things are deferred till the last minute, and nothing prepared beforehand, every step finds an impediment. It becomes harder to do things. We are pushed into blundering through on hasty judgments.

Herein is a paradox. By trying to take things easy we do not make things easy. It is possible to spend more energy in figuring out ways to escape a task than is necessary to accomplish it. Our available energy is lowered by inward conflict between "do it now" and "put it off". We

lose our poise, because we are always catching up, always in a hurry to do today what we should have done yesterday, always off balance.

Not only is procrastination a deadly blight on a man's life, but it is a nuisance to all his companions. Everybody with whom the procrastinator has to do in family, factory, or office is thrown from time to time into a state of fever. Everyone else has to work harder to take up the slack he leaves.

### Habit comes slyly

The habit of putting off has a way of creeping up on us insidiously. What does it matter, we think, if we don't write that letter today or telephone that prospect for business, or make that dental appointment? Tomorrow is always another day, we say blithely but childishly.

Darwin put off publication of his theories from day to day and finally from year to year, despite the urging of his friends, until he was scooped by a fellow-scientist half a world away. And people today, even in the most enlightened countries, are killing themselves by putting off such simple, though vital, things as seeing their doctors.

It is a salutary exercise to consider the successes we almost enjoyed but which escaped us because we put off decision or action. By doing things as they come along we entertain our great opportunities. But if we say to opportunity: "I am young; there is plenty of time", then opportunity passes us by and we find that, as Francis Bacon remarked in one of his essays, "Opportunity has a bald noodle behind, there is nothing to grasp."

None of us needs to look beyond himself for examples. We postponed writing that report on Wednesday, found ourselves loaded with pressing jobs on Thursday and Friday, and now we have to work over the weekend without secretarial help and with no one to provide answers to unexpected questions. We put off visiting our ailing friend on our way east, saying that we could take time for the visit on our return journey, but by then it was too late. We put off our house-



Whether you have a luxurious amount of free time, or are pinched for white space on your daily time chart, you will be happiest when you make sure of getting the best value for every minute. Concentrate—look ahead.

held or garden chores, perhaps trifling away our time in idle chat, and find ourselves overwhelmed by visitors or urgent duties.

The penalties of procrastination are heavy. Many a man has discovered after his house burned down that he had let his insurance lapse the previous month. Many a salesman has found business going to rivals because he put off deciding how to approach difficult prospects.

### What causes procrastination?

It is all very well to admit that procrastination is a bad thing, but if we are to do anything effective toward its cure we must know something of what causes it.

It may be the product of indolence, a vice which rewards everyone scurvily. Indolence may be the weak link in the chain of a business man's character. It may show itself in the dawdling of the workman, in the listlessness of the housewife, in the sloth of the panhandler. All these people are putting off something. They are reluctant to tackle a job, or are baffled by small difficulties, or are engrossed in spinning out some activity unnecessarily.

Procrastination may, in some instances, be attributed to ill health. Energy to tackle jobs and get them out of the way is the product of physical health and a purpose.

A child who cannot find his clothes in the morning may be unknowingly rebelling against school and postponing his having to go there. A man who explodes in the midst of a business conference may be motivated by an inward irritation that follows a sense of putting off something that should have been given immediate attention.

If you are a chronic procrastinator it may be that your parents did more for you than they should have done. Perhaps they picked up after you and did the things you left undone. You learned that by putting off duties nothing serious happened: someone else did the work.

But today you find that your habit leads to unending ills. You are actually putting off living to some fictional future date. You are making yourself unhappy because in deferring your life to the future you are missing the present and its golden opportunities for rich living. You are putting off until tomorrow not only duties and jobs but happiness and achievement.

Samuel Johnson called tomorrow "that fatal mistress of the young, the lazy, the coward, and the fool".

### Unpleasant things

The truth is that we are most inclined to postpone doing things that seem at the time to be unpleasant, distasteful, or difficult. When we have something like that to do, we putter around with little things, trying to keep busy so that we have an excuse that will ease our consciences. Dreading and postponing a task may be more tiring than doing it, and apprehension over delayed unpleasantness may so preoccupy us that other things cannot be done effectively.

None of us escapes his quota of difficult or disagreeable tasks, and it would be well to learn from the experience of others rather than from our own that they do not fade away by being ignored. Eventually, we have to roll up our sleeves and wade into them. In the meantime, we suffer.

Dr. Ernest Jones, F.R.C.P., gives us Hamlet as an example in his book *Hamlet*

(Continued on Page 31)



# Mankind's

Arnold Toynbee says, "This is the first age since the dawn of history in which mankind has dared to believe it practicable to make the benefits of civilization available to the human race." Realizing this objective is proving to be a gigantic task. But the people of the world, independently and yet in a unified way, are bent to the task, whether it means bringing light into the jungle, destroying an outmoded feudalism, extending opportunity to the underprivileged, or pushing back the frontier of human knowledge in the realms of science. For the achievement of such objectives, mankind has committed itself to education in 1960.

## BELMONT FARLEY

Dr. Farley is Washington correspondent for Overview, from whose January, 1960 issue this is printed with permission

**T**HIS story begins on a hill called Kisubi on the shore of Lake Victoria in the Old Kingdom of Uganda, now a Protectorate of the United Kingdom. On this hill, surrounded by the dense tropical vegetation of the swampy lowlands, are Kisubi College, Kisubi Technical School and Kisubi Mission—each of them bearing a torch of learning to a once benighted land.

Until the middle of the nineteenth century Africa was regarded as a vast coastline—a coastline made famous by one of the world's earliest civilizations and memorialized in the tombs of its kings; a coastline that yielded gold and ivory to treasure-seeking explorers and was made notorious by its traffic in slaves; a coastline that fascinated the adventurers of the sea from the unknown sailor-traders who manned the Phoenician squareriggers from 1000 B.C., to the renowned Bartholomew Diaz and



# Commitment to Education in 1960

Vasco da Gama who won their places in the history books nearly 25 centuries later.

At the centre of the continent remained unknown, mysterious, foreboding and abandoned by the white men to primitive tribes who fought and sometimes ate each other, and who lived a precarious existence in competition with the most varied, most numerous, and most vicious animals nature had ever assembled in one of its wild menageries. The first to defy the barriers of jungle and desert and savage hostility were missionaries. They brought with them religion, education, and quinine.

In 1894, Uganda became a British Protectorate. Government concern for education there began in 1925 with small grants to some mission schools. Education for the natives in Uganda is still largely in the hands of religious agencies; Kisubi College is one of them. It was established on the hill in 1878 by the White Fathers, and it is still operated by these missionaries. It is not really a "college". It offers, to native boys only, an academic curriculum that reads like that of almost any college-preparatory school in America. Some of the graduates enter Makerere College, which has an enrolment of about 500 and is now affiliated with the University of London, or

they attend one of the post-secondary professional schools whose total enrolment scarcely exceeds 100. The Kisubi Technical School is vocational, while Kisubi Mission School trains natives for the priesthood.

The general purpose of these institutions, for which they are chosen as typical, has been to help an underdeveloped people attain the ideals and skills which are enabling them to change the jungle into a home for modern man. It seems fitting to begin a story of man's commitment to education as a means of improving the world in which he lives with a citation to those institutions which are beating back the jungle and bringing light into those regions of "The Dark Continent" that some anthropologists consider may have been the original home of mankind.

The students at Kisubi swim at a beach on Lake Victoria screened with wire netting to protect them from crocodiles. Tom-toms that once sounded often in the ceremonial rites of the forested hill country or the lowlands covered with tropical swamp brush are still occasionally heard. But there has been much progress in Uganda; the jungle is disappearing.

Education and contacts with more advanced countries have made a difference.



Europeans and Asians have migrated to Uganda until only 22 percent of the total population in the age group 5-14 years is African.

With the more vigorous program in education beginning in 1925, a department of education was set up. Government financial support has increased steadily, and funds now come from four sources: the Protectorate government; the budgets of local governments; school fees and contributions by voluntary agencies; and appropriation from the United Kingdom. The latter is by far the largest source of funds, since its grants cover the salaries of all teachers in aided schools.

The total enrolment in the 3,763 primary schools in 1954 was in excess of 400,000; in secondary schools it was nearly 15,000 with boys outnumbering girls six to one. This is modest achievement where there are one and a third million children 5-14 years of age. The 1950 UNESCO census of illiteracy estimates the percentage in Uganda to range from 70-75. But there definitely is progress in the status of the natives. They, too, increasingly depend upon education to take them from where they are to where they want to go.

Uganda has done a little better with schools and education than many of the other dependencies in Black Africa. In 1870 the imperialist powers of Europe began to scramble for the potentially rich territories there. Within 40 years most of Africa was colonial except for Ethiopia and Liberia. It may mean something in evaluating the policy of colonialism that the two exceptions have made the least progress in the education of their peoples. The percentage of illiteracy in Ethiopia is estimated by UNESCO at 95-99; in Liberia, 90-95.

The colonies for the most part have adopted, under the guidance and with the financial assistance of the nation which acquired them, the pattern of education from which the colonists came. The native language is used in the first three years of the primary school; then the language of the colonizing country

takes the student through the literature, geography, mathematics, and science of the transplanted curriculum.

There are many contrasts in the degree to which an enlightened citizenry is being created in Africa. Nigeria, which is to receive its independence from Britain in 1961, is a good example, although it has adopted, in principle at least, free and universal education.

"I can take you to a modern university and teaching hospital in Ibadan, capital of the western region of Nigeria," says Richard Farnsworth, deputy director of the International Cooperation Administration, "where you may find medical researchers studying the parasites of the flea. Then I will drive you in five minutes to a juju market where dried monkey heads and claws and mysterious herbs are sold for the cure of all human ills."

The ICA is making significant contributions to the progress of educational opportunity in the developing countries, including those of Africa. The ICA aid is, of course, part of our national policy to carry some of the basic values of a free society to the awakening countries of the world. It usually finds a warm reception wherever it is introduced. The desire for education is closely associated with the emerging spirit of nationalism from Ghana to Lebanon, to Laos, Cambodia, and Vietnam. This rugged determination for independence steps out of the jungle and desert with special strength in Africa, perhaps because there is little of the old to destroy before innovations are accepted. "To understand the natives you must remember that they have no yesterdays," says Mr. Farnsworth. "They have no history, no literature, no continent-wide religions of their own, no traditions of the past apart from the sounds of the jungle. It is easier to begin anew here."

### Commitment to an ideology behind the Iron Curtain

It was not so easy for the USSR to begin anew. Russia has a history, traditions, literature, art, and science. Many



of these traditions must be broken or revised to fit a new political, economic and social ideology as foreign to the one the Russians have embraced for centuries as the mind of man can imagine. No novel can be written that takes a dim view of the Communist revolution, no music composed that might arouse envy for another social or political system, no type of ballet produced, or method of painting practised that would seem to have been borrowed from the haute bourgeoisie.

Because the school deals specifically with ideology, its courses and methods must conform to party principles. The physiological sciences avoid theories that deal with inherent superiorities; psychology tests that indicate IQ differences are not employed. Social studies that give credit to non-communist governments for great human advances are sometimes ignored or subjected to special interpretations.

Even the incidental education of the Voice of America in its attempt to depict desirable activities in a society of free enterprise is jammed at great expense, because the knowledge it brings is "incorrect".

It was necessary, therefore, to build anew in studies and methods for the education of USSR citizens. Partly as a result of the frequent "cultural interchanges" sponsored jointly with the United States, there appears to be a softening of the opposition to the arts of the Western World. This is a change in attitude that is significant, and may be reflected in the program of education in the Soviet schools.

Education in the USSR is dominated by one outstanding objective of the Soviet Union — winning world supremacy for Communism. The determination of the people in pursuit of this objective is matched by their enthusiasm for a type of education they believe will help them to achieve it. It is remarkable that a people who seem so sincerely devoted to their children so seldom describe education as a right of the individual. Documents on education represent it as an

obvious duty, and the organization and behavior of the schools reflect this view. Both teachers and pupils are in the service of the state as definitely as they would be if they were in the military forces.

Since scheduled plans for the advancement of the economy in given periods of time require that most women in the USSR work outside the home, children from two and a half to three years of age are cared for in nurseries, called *crèches*. These institutions are usually sponsored by the industrial plant that employs the mothers, but they are operated under the supervision of the Ministry of Health.

While the nurseries are not formally a part of the educational system of the USSR, they are a part of the total program of child training. Kindergartens are operated by the Ministry of Education, by industries, by collective farms, and other groups. Kindergartens are sometimes run on a 24-hour basis. At this level they begin to teach the Communist philosophy.

Extra-school educational programs are sponsored both by the Ministry of Culture, with some aid from industries, collective farms, and trade unions, and by organizations of the Communist Party. This makes it difficult to compare educational costs in the USSR with costs in other countries. Some activities are considered education there that are recreational or political elsewhere. However, it is generally conceded that the Soviet Union expends 10-15 percent of the national income on what may properly be called education.

The "Schools of General Education" are the backbone of the Soviet system. The program consists of four elementary years and six secondary years, sometimes

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Alberta teachers who attended the 1955 Banff Conference will remember Dr. Farley who was consultant in ATA Publications and was then on the staff of the National Education Association.



organized on a 4-3-3 basis. General schools are coeducational, enrolment is at seven years of age, and attendance is compulsory through the seventh grade. In 1957-58, there were 214,162 general schools of all types with a total enrolment of 30,624,900 students. This did not include the 2,088,000 children attending kindergarten. Classes in the general schools meet six days a week, nine to ten months a year. As a result of this, a Russian pupil completes as many school days in ten years as an American pupil does in twelve years.

The curriculum of the Soviet general schools is composed principally of subjects quite familiar to the American educator. Grades I to III offer arithmetic, drawing, reading (Russian language and literature), physical education, manual arts, and nature study. In Grades V to X, foreign languages find a place beside Russian. Nearly half of the students take English. History is an almost continuous study; American history is included, though subject, like the history of other nations, to special interpretations. Mathematics includes arithmetic, algebra, geometry, and trigonometry. Science courses are physics, chemistry, astronomy, botany, zoology, and anatomy. Drafting, drawing, singing, and physical education have appropriate attention. "Darwinism" is especially emphasized—not as a means of teaching that the fit survive, but to explain the origin of man as a phenomenon unassociated with religion, in keeping with the materialistic character of Communist philosophy. Special schools in the USSR feature art—there are 50 of them—ballet, 10, and music, 40.

Students who leave school at the end of the seventh year may compensate for the three years of secondary education lost by enrolling in part-time schools for working youth, or in "technicums" where they receive advanced instruction in technical knowledge and skills, or in various types of adult education programs including courses by correspondence.

There are 696 institutions of higher education in the USSR under the direc-

tion of the Ministry of Education. In 1958 they enrolled 1,178,000 full-time students, 80 percent of whom received financial help from the government. Students making the highest grades draw a 25 percent bonus. In theory, anyone may enter a university or institute by passing an entrance examination. On the average, the ratio of applicants to those accepted is about four to one. Achievements in these institutions are notable in science and engineering. In 1958, they graduated 94,000 engineers, more than twice as many as US institutions graduated that year.

The prestige of the teacher in the USSR is high. Salaries vary. Beginning graduate teachers in the general schools receive, on the average, the equivalent of \$67 a month for the calendar year. Beginning physicians, graduates of a six-year medical institute, get \$60; beginning engineers, \$80. Pensions are granted to teachers after 25 years of service; a teacher who continues to teach after that length of time is paid both pension and salary.

In December, 1958, the Supreme Soviet enacted a new law on education which will go into effect gradually over a five-year period. Essentially it provides for eleven years instead of ten in the general schools in order to permit the students more part-time work experience in industry and agriculture during school attendance. Work experience of some kind begins in the first year and extends through the university. Release of students for part-time work has the advantage both of experience for the individual and of a larger labor force for the nation.

In support of the new legislation, Premier Khrushchev deplored a growing tendency of ten-year school graduates to go unwillingly to work in factories and on collective and state farms. Whatever else Soviet education does or does not do, it will not develop an intelligentsia or an élite class that enjoys favored status by reason of its education.

The people of the Soviet Union as a whole have a genuine interest in their





schools. The ten-member team of the recent official US education mission to the USSR begins its report with this comment—"The one fact that most impressed us in the USSR was the extent to which the nation is committed to education as a means of national advancement." To hold national advancement as a prime objective is both a strength and a weakness. While no system of education can be justified that does not lend itself to the advancement of the society that supports it, a single standard of achievement in a highly uniform curriculum built primarily to produce the skills the state needs, leaves much to be desired by those who hold as a fundamental principle the dignity and worth of each human being.

#### Western Europe breaks with aristocratic tradition

Most of the countries of Western Europe have political traditions unbroken for a century or more by any governmental cataclysms. Their educational traditions, too, have survived without serious molestation. This is particularly true of the curriculums in the academic elementary and secondary schools—vocational curriculums are a different matter. Curriculum status in the free public schools in England and Wales may serve as an example. UNESCO's *World Survey of Education* reports that school studies there have become "more liberal", and adds gingerly, "within the environment of the British way of life, its heritage and history, and its values and beliefs".

Although the organization charts of most educational systems in Western Europe today bear a remarkable resemblance to those of a half-century ago, there have been notable innovations in the widening of educational opportunity for the less well-to-do. Toward this goal the several nations are proceeding at somewhat different paces.

Changes extending educational opportunity include state assumption of control and financial support of education. These changes have come about slowly, as social changes do, with a bow to the "survival of the existing". Some church and other private schools in England continue to receive funds from the public treasuries as they have from the beginning of public support for schools. In Belgium and France, public support for church schools has become a leading political question.

Primary education in some nations has become free to the point of free books and school supplies. The age of compulsory attendance has been advanced in England to 15 years; France expects soon to set the age at 16.

There is greater flexibility in the choice of an educational goal, although in some countries a choice justified by examination in ability and achievement must be made at a stated period. In England and France the selection of the kind of secondary school a student will enter is made at the age of 11; in Belgium at 12; in The Netherlands at 13. This decision determines not only what kind of secondary school will be attended, but sometimes whether the student will enter college or university at all. Those who fail to pass the required examinations may enter private schools, if they wish, in order to realize their preference in the type of secondary education they will pursue.

Provisions for vocational education have opened up new opportunities for children in low-income families by offering terminal education at an earlier age than the academic schools. Vocational education is opposed strongly in England as "education for the poorer classes",



especially by those who are classed as "poor". This opposition, once common in Western Europe, is being countered by the demand for increases in skilled manpower. Already the enrolment in vocational schools in Holland is greater than that of all the academic secondary schools combined.

## England and Wales

During the crisis of World War II, Winston Churchill said in an address to the British Parliament: "The future of the world is left to the highly educated races who alone can handle the scientific apparatus necessary for pre-eminence in peace or survival in war."

This pronouncement crystallized a growing opinion that the gates of educational opportunity in England should open wider for the entrance of English youth. In 1944, Parliament passed an Education Act which abolished the dual system of elementary and secondary education that had contributed to the solidification of social classes in England.

The educational system in England and Wales is now set up at three levels: primary, secondary, and further education. Compulsory enrolment begins at five years of age. From the age of five to seven, children must attend the infant school, and afterward the primary or junior school. A pupil remains in this school until he is eleven, which is at present the most critical year in the life of an English child. This is when he must take the "eleven plus" examination which determines the type of secondary school he will enter. There are perhaps more who have become "angry young men"—and women—over this test and its consequences than over any other ordeal of its kind. Based on the results of this test, which is largely objective and prepared to measure ability, the pupil is sent to one of four secondary schools: the grammar school, wholeheartedly academic, highway to the university; the secondary modern school, which equates practical skills with academic knowledge as desirable educational achievements; the technical

schools, biased toward industrial arts and skills; and the comprehensive school, still largely experimental, which includes elements of the other three.

It is the ambition of many parents to start their children on the road to the university, an important mark of "social status" in England. Only about 20 percent—definitely superior students—receive grades in the test which will admit them to the grammar school. About 70 percent go into the secondary modern school, and from 5 to 10 percent advance to the technical school. Those who continue in one of the other publicly-supported schools have an opportunity at about 16 years of age to take a General Certificate Examination which is an opening to the university. This examination is described as a "harrowing ordeal". A very low percentage win the award.

Formerly the grammar school was a fee school, open to the wealthier classes. The Act of 1944 put entrance strictly on a competitive basis and abolished the fees. Ability to learn, not ability to pay, became the qualification for entrance.

Outside the publicly-supported education system there are many independent schools that receive little or no help from public funds and do not conform to the general pattern of primary and secondary education. Among them are the famous "public schools" that admit specially privileged students.

## France

Education in France is free and compulsory between the ages of 6 and 14. At the age of 11, the French student also takes an examination that will determine his educational career. He may stay in the primary school to the school-leaving age, proceed to the "lycée", or to one of two newer types of secondary schools adapted to wider student needs—the "collège moderne" or the "collège technique".

The "lycée", with rigid classical curriculum, high standards, and methods little changed from the day it was established by Napoleon in 1802, is the source of France's intellectual élite. The "col-



lège moderne" offers a high type of scholarship for the less wealthy section of the population. The "collège technique" provides technical and professional preparation. Entrance to the university is through the "lycée". Students pay tuition fees in the higher institutions of France.

## Germany

Political traditions in Germany and the educational traditions associated with them have been modified several times by the fortunes of war during the 88 years between 1871, when Bismark hammered the German states into an Empire, and the present. The German people lived for 47 years under an imperial government, 15 years under the Weimar Republic, and 12 under a dictatorship. A second republic is now 14 years of age.

Each of these violent and drastic political changes brought educational change. Under the Empire, each state had charge of its own educational system; after World War I each retained a minister of education, but phases of the educational program, called welfare and culture, stemmed from the central government. Under Hitler, all educational and cultural activities were headed by a central ministry of education. The Federal Republic of Germany dissolved the central ministry and turned control of the schools back to the several states.

Under the Empire, elementary, middle, and secondary schools existed in three distinct parallel school systems, each beginning with the primary classes and continuing upward for a different number of years. The elementary school was open to all; the middle school was open to those of satisfactory academic standing. The gymnasium road to the university, received its pupils from a three-year preparatory school, called the "vorshule", for socially and economically privileged children.

Educational opportunity was widened under the republics. The "vorshule" was abolished. All public school students now enter the "grundshule" and proceed as

far as their standing as measured by examination and class records justifies. Fees are still charged in the "mittelshule" and the "gymnasium". A "maturity examination" is given upon completion of the latter to those who wish to try for the university.

In South America public education is a fairly recent adventure

The conquistadores of Spain and Portugal brought to South American countries a centuries-old tradition of aristocracy. Provisions for education were made only for those of social, economic or religious status.

While South America claims some of the oldest universities in the Western Hemisphere, such as San Marcos (1551) in Peru, their disciplines were until recently almost solely classical, theological, philosophical, and canon law. Domingo Sarmiento of Argentina, sometimes called the "schoolmaster statesman" in Latin American countries, visited the United States in 1847, and took back with him the enthusiasm and methods of Horace Mann to Chile and Argentina. A hundred years later UNESCO estimated the rate of illiteracy among persons of 15 years and older in South America at 42-44 percent. The average educational level of the total population in Latin America is less than the first grade.

Current political upheavals in South and Central America are a reflection of the revolution to break down the rigid stratification inherited from the past. As the common people become aware of what education can do for them they are





establishing schools, but public education is a comparatively recent adventure.

Students of educational progress in South and Central America give Argentina, Chile, Uruguay, and Costa Rica top billing, with Haiti and Bolivia at the bottom. Mexico and Brazil are accorded about average position. With the exception of Mexico, educational advancement may be rated in inverse proportion to the percentage of the state's population that is non-white. Since the Mexican Revolution that began in 1910, the Indians have gradually been accorded higher status, and a definite attempt has been made to educate them through extension of rural schools and community education. The illiteracy there is estimated at 54 percent, a reduction from about 80-85 in 1910.

A little more belatedly, other South American countries have undertaken universal education. According to law in all of them, primary education should be free from the ages of 6 or 7 to 14 or 15; in most countries, secondary education should be free. However, only 50-60 percent of the primary school-age population and less than 10 percent of the secondary school-age population are in school. Rural areas are especially poorly equipped with facilities and teachers. Those who complain of double shifts in United States schools should know that sometimes four or five groups of South American students have to use the same school building during the course of one day. The compulsory attendance law is not operative because there is a building and teacher shortage everywhere. The shortages are due to lack of money. Economists say there will not be wealth enough to support adequate schools until the people obtain the knowledge and skills needed to create and maintain a prosperous economy. This is a vicious circle.

Brazil, with an illiteracy rate of 51 percent, is in the median rank of educational attainment among the Latin American countries. Children enter elementary school at six to seven years of age, if there is a school for them to at-

tend. They attend five years, when they may be admitted upon passing a test of intellectual aptitude to a four-year course called the "ginásio", sometimes referred to as a junior high school. The second cycle of secondary education, called the "colégio", is four years in length. Admission is granted upon satisfactory completion of the "ginásio". Secondary education receives most of its financial support from private sources. The combined municipal, state, and federal government support amount to a little more than 30 percent of the total figure.

Admission to the university is granted upon completion of the "colégio" in some of the specialized equivalents now established to permit students to elect the kind of higher education they will pursue, the candidate must pass a qualification test and pay the necessary fees.

### The radiating influence of American education

In a recent issue of *Saturday Review*, John H. Niemeyer says, "Perhaps the historians of the distant future will accord to the United States as its most important contribution not atomic fission but the first attempt of any complex society to educate all of its people to their fullest capabilities."

This commitment began early in the history of the republic. Universal education in 1960 is the nation's most gigantic single enterprise. This nation, too, has been continually extending and bettering its educational opportunities. Not the least significant of its more recent activities to this end is the reorganization of school districts, and the transportation of some eight million rural school children over three million miles of highway each day to improved schools. Other activities contributing to this objective include: the equalization of the financial support of schools within the states; the building of school curricula to serve the varied needs and abilities of pupils; the elevation of the standards of instruction everywhere; and advance in school construction that provides for the proper



housing of the educational program and for the health and safety of pupils.

Education in the states is harassed, too, by such serious problems as integration, fulfilling the school's obligation in the prevention of juvenile delinquency, providing an adequate program for the gifted child, curriculum adjustment to meet the urgent needs in training for scientific and technical leadership without sacrificing the cultural and civic aims of the school.

Whatever its strengths or weaknesses, the philosophy and practice of education in America is exerting a direct influence on other nations, particularly the developing ones.

Japan is perhaps the only nation in history to abandon its own long-established educational program and adopt the educational program of a foreign country. Recent history of education in Japan includes such terms as the Dalton Plan and the Winnetka Plan. In 1946, at the suggestion of General Douglas MacArthur, the first US Educational Mission to Japan, under the aegis of the State Department, recommended that its schools adopt the Latin alphabet in place of the Japanese characters. Now, more than three-fourths of the school books in Japan are printed in Latin letters.

Ceylon would go even farther; there is a definite movement there to publish many textbooks in the English language, especially those for the preparation of teachers.

The educational programs of many other countries have been inspired or modified as the result of various educational exchange projects which bring thousands of foreign teachers and pupils to the United States every year.

The United States is far from passive in rendering aid to other nations in advancing education. The International Cooperation Administration of the US State Department has educational missions of some kind on every continent aiding in the preparation of teachers, the construction of school buildings, or the organization and operation of schools. Special attention is given to underdeveloped

regions of Africa, Latin America, the Near East, the Far East, and South Asia. In these regions the ICA has 470 American educators working on the US payroll and 400 others under contract with colleges and universities whose services are paid for from ICA funds.

Out of the foreign-aid appropriations of the United States Government, four percent of the money goes to technical assistance and about \$25,000,000 to \$30,000,000 specifically for education.

The United States not only conducts independent programs of aid to other nations but joins the other members of the United Nations through its specialized agencies in the promotion of educational projects abroad. The Expanded Technical Assistance Program, launched in 1949, sends experts on missions, awards fellowships for study abroad, and equips and operates training centres. The lion's share in financing these projects falls to the United States. This country has become a veritable educational missionary to the underdeveloped countries of the world.

Historian Arnold Toynbee says, "This is the first age since the dawn of history in which mankind has dared to believe it practicable to make the benefits of civilization available to the human race."

Realizing this objective is proving to be a gigantic task. More than half of the people on the globe cannot read or write in any language. There are 550,000,000 children aged 5-14 in the world today, and only 300,000,000 of them are enrolled in school.

But the peoples of the world, independently and yet in a unified way, are bent to the task, whether the specific nature of it means bringing light into the jungle, destroying an outmoded feudalism, breaking the hard crust of aristocratic privilege, maintaining political traditions that have led to success in the past, extending opportunity to the underprivileged, or pushing back the frontier of human knowledge in the realms of science. For the achievement of such objectives, mankind has committed itself to education in 1960.



# *ATA Guest Speaker*



**JOHN MACDONALD**

Assistant professor in the Faculty of Education, University of Alberta, Dr. MacDonald will be Association guest speaker at the Edmonton and Calgary City conventions in February.

Dr. MacDonald was born and educated in Scotland. He obtained his M.A. in History from the University of Edinburgh and continued his education at the University of Glasgow, obtaining the degrees of B.Ed. in educational psychology and Ph.D. He has taught in Scottish primary and secondary schools and technical colleges. Dr. MacDonald has also done work in adult education. During World War II he served with the British Army's Military Intelligence Forces in the Middle and Far East.

Dr. MacDonald was appointed to the University of Alberta in September, 1958 and is a staff member of the Division of Educational Psychology in the Faculty of Education.

## *ATA February Conventions*

### **Edmonton City—February 1 and 2**

**Locals**—Correspondence School, Edmonton Public, Edmonton Separate, and West Jasper Place.

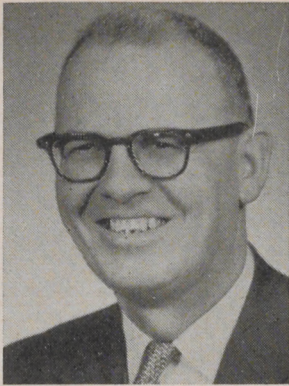
**Convention officers**—S. I. Dineen, general chairman; Hubert M. Smith, corresponding secretary; Mrs. Joan McMahon, general publicity chairman. (Divisional chairmen: Marian Argue, Division I; S. I. Dineen, Division II; A. R. Arbeau, Junior High School; Hubert M. Smith, Senior High.)

**Visiting speakers**—Dr. John MacDonald, Association guest speaker; Dr. W. H.

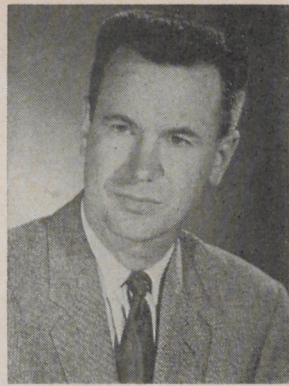


**W. H. SWIFT**





**S. I. DINEEN**



**HUBERT M. SMITH**

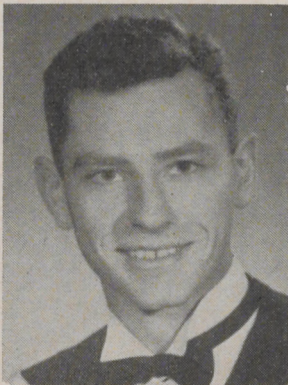
Swift, Department of Education; John E. Czeal, Faculty of Education; R. F. Staples, Frank Loewen, and Dr. S. C. T. Clarke, Alberta Teachers' Association.

**Superintendents**—Peter F. Bargen, H. E. Bouchault, A. A. O'Brien, and W. P. Wagner.

**High school inspector**—Dr. R. E. Rees.

**Form of convention**—General session at Jubilee Auditorium, and workshops and panels by divisions: Division I at Victoria Composite High School; Division II at Ross Sheppard Composite High School; Junior High School at Strathcona Composite High School; and Senior High at Bonnie Doon Composite High School.

**Calgary City—February 4 and 5 at Crescent Heights High School**



**E. L. GAETZ**



**PHYLLIS M. LIGHT**

**Locals**—Calgary Public and Calgary Separate.

**Convention officers**—E. L. Gaetz, presi-

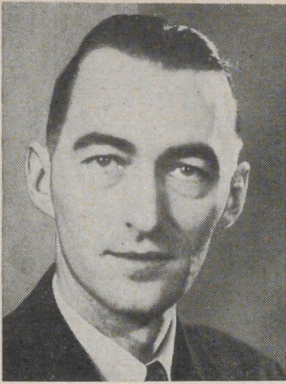
dent; Phyllis M. Light, secretary; W. N. Holden, publicity chairman.

**Visiting speakers**—Dr. John MacDonald,

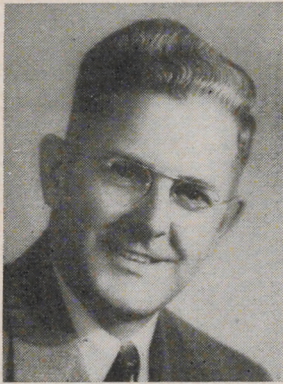


# Calgary Rink T

J. D. McFETRIDGE



G. L. MOWAT



A. L. DOUCETTE

Association guest speaker; Dr. W. H. Swift, Department of Education; Dr. G. L. Mowat and Dr. A. L. Doucette, Faculty of Education; Elizabeth W. Duff, Dr. S. C. T. Clarke, and F. J. C. Seymour, Alberta Teachers' Association.

**Superintendents**—R. A. Cannon and R. Warren.

**High school inspector**—L. W. Kunelius.

**Form of convention**—General sessions each half day and divisional meetings each afternoon; theme—New Light on Education.

**Entertainment**—Luncheon on Thursday, banquet and dance, Thursday evening.

The Tom Humphrey rink of Viscount Bennett School, Calgary, was presented with the P. B. Rose Memorial Curling Trophy at Edmonton's Shamrock Rink clubrooms on December 28. A total of 176 avid ATA curlers from all parts of the province witnessed the presentation by Dr. P. B. Rose of Edmonton at the conclusion of the banquet that traditionally winds up this annual ATA 'spiel'. The Humphrey rink ran up a total of 43 points in three wins to take the coveted award and the first prize — heavy-knit curling sweaters.

Dr. Rose, immediate past president of the College of General Practice in Canada, presented the trophy on behalf of his mother, sister, and brothers in memory of his father, the late P. B. Rose, well-known on the Edmonton high school staff for 45 years. P. B. Rose had been "Mr. Curling" to his contemporaries in Edmonton. Along with Percy Page (now Lieutenant-Governor Page), the late Mr. Rose was among the first Edmonton teachers to enter the Edmonton 'spiel' back in the thirties. Mrs. Rose would substitute for her husband in the classroom so that he could take part in his favorite sport. "It is a pleasure and an honor to present you with this trophy," Dr. Rose stated. "This is the fourth time that the trophy has gone out. I am pleased to note that the bonspiel is growing in size each year, and that more and more outside rinks are entering to take part in the good fellowship the 'spiel' provides."

In thanking Dr. Rose, Tom Humphrey said that he hoped the incoming bonspiel executive would give consideration to holding the event in Calgary next year. "We have 24 sheets of ice available," said Tom, "a beautiful city", (faint



# es Rose Trophy

cheers), "a view of the mountains", (very faint cheers), "and a good climate", (loud huzzahs). The 27 Edmonton rinks basking in 20-above weather were not letting that one pass!

Art Brimacombe, president of the bonspiel executive, then presented the second prizes to the Jim Aldrich rink of Edmonton, the third prizes to the Bill Alkiw rink of Edmonton, and the Dick Staples rink of Westlock, fourth prize to the J. Kokotaillo rink of Wetaskiwin, fifth to the Lorne Jenken rink of Barrhead, and consolation to the Rudolph Dressler rink of St. Albert, which wound up the day's curling with no wins and a total of nine points.

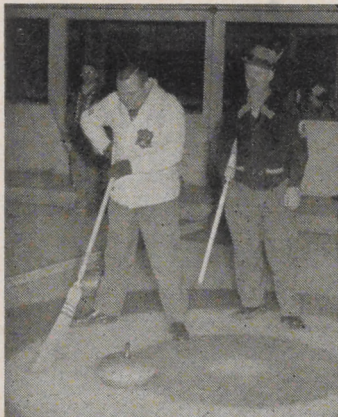
Following the introduction of honored guests, including ATA President R. F. Staples, General Secretary S. C. T. Clarke, Dean H. T. Coutts and his faculty

rink, Dr. W. H. Swift, deputy minister of education, A. D. G. Yates, ATA vice-president, and W. P. Wagner, superintendent of Edmonton Public Schools, the new bonspiel executive was elected. Dave Cooney (Edmonton) got the nod as new president, with Harold Ulmer (Namao) as vice-president, and Directors Tom Humphrey (Calgary), Rudolph Dressler (St. Albert), Art Elliott (Fort Saskatchewan), and Al Williams (Edmonton).

President Brimacombe then called for suggestions from the floor for next year's 'spiel. Amid laughter, one curler moved that the score boards be extended in length. There was some discussion of the method of scoring, and suggestions that this should be based upon the competitive method used in regular competition. Counter to this ran the opinion that the real purpose of the event was good fellowship and that the present three-game total score method encouraged this. The matter was finally left to the incoming executive to consider.

Ernie Simpson moved that the ATA be requested to tender a banquet to the outgoing bonspiel executive. Andy McGladrie, last year's Rose Trophy winner, moved a vote of thanks to the men who had worked so hard to make the bonspiel a success. The arrangements were handled by Art Brimacombe, president; Dave Cooney, vice-president; Ernie Ingram, secretary; and Directors Jim Aldrich, Gordon Dennis, Art Elliott, Ralph Pritchard, and John Sandercock.

*Draw weight, please*



*Dr. Worth gives the broom.  
Jim Aldrich looks on.*

*Tom Humphrey accepts for  
Harold Sharlow, third,  
John Semkuley, second, and  
Leon LaLumiere, lead.*

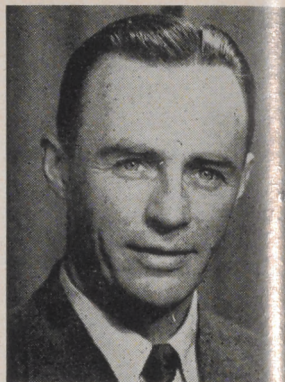
*Dr. Rose presents . . .*





# Cameron Commission Report

## THE PRESIDENT'S COLUMN



The report of the Royal Commission on Education is without doubt the most thorough and comprehensive survey ever made of Alberta education. The original terms of reference were broad, covering almost every phase of education, except a study of the sources of funds and procedures for their distribution. The report, a massive document, is the result of 22 months of hearings, study and research. Such a thorough-going and exhaustive survey is bound to have a pronounced impact on the educational theories and practices in our schools. Not only has the report focussed attention on many aspects of our educational system, but it has stimulated the interest and crystallized the thinking of hundreds of individuals and organizations throughout the province.

In April of 1958, The Alberta Teachers' Association presented a brief to the Commission containing 164 recommendations along with supporting data. It dealt with all the terms of reference assigned to the Commission and set forth official ATA policy in those areas where such policy existed. I was indeed gratified to see that many of our major recom-

mendations are reflected in the majority report and that our brief has been quoted extensively in many sections of the report.

As early as 1949, our Association recommended by resolution of the Annual General Meeting that a survey of education in Alberta be undertaken. The first stage of a most comprehensive survey has now been completed. Further study and research must be carried out before many of the recommendations should be implemented. We urge individual teachers, school staffs, sublocals, and locals of our Association to study and discuss the various aspects of the report of the Cameron Commission. Every professional educator should become familiar with its contents. We suggest that you make a detailed comparison of the recommendations of the Commission with those of our own brief.

Educational theories and practices must never become static. Hence, we as educators must ever be alert in order that we can assume our proper role in determining the kind of education that is best for Alberta children.



# DEPARTMENT OF EDUCATION



## Official Bulletin

No. 199

### Changes in University Entrance Requirements

On page 28, *Senior High School Handbook*, 1959-60, the requirements for the degree of B.Sc. should read as follows—

For the degree of B.Sc.—the general requirements with credit in:

1. English 30
2. Social Studies 30
3. Mathematics 30
4. French 30 or German 30 or Latin 30
5. and 6. Two of:
  - Chemistry 30
  - Physics 30
  - Biology 32(Physics 30 is recommended)

(Note: Students planning to enter patterns in Chemistry, Geology, Mathematics, or Physics should take Chemistry 30 and Physics 30 and will be expected to present credit in Mathematics 32.)

The matriculation requirements for admission to the School of Physiotherapy have been changed since the printing of the *Senior High School Handbook*. The new requirements are included in the current calendar of the School of Physiotherapy. The revised requirements now read as follows:

For the diploma in Physiotherapy or in Occupational Therapy—the general requirements with credit in:

1. English 30
2. Social Studies 30
3. Mathematics 30
4. Chemistry 30
5. Physics 30
6. French or German 30 or Latin 30

Nursing—Section 10(a), page 27, *Senior High School Handbook*, 1959-60, has been revised to take effect September, 1960 and will read as follows—

Under the provisions of an amendment to the Regulations Governing Schools of Nursing passed by the General Faculty Council of the University of Alberta, effective from September 1, 1956, a student must possess the following minimum educational qualifications—at least 85 Alberta high school credits including:

- (1) the compulsory subjects of Grades X and XI; and
- (2) one course in Science and one course in Mathematics at the Grade XI level; and
- (3) the diploma requirements that are compulsory at the Grade XII level in English and Social Studies; and
- (4) B standing or higher in not fewer than 65 credits including English 30, Social Studies 30, and one Grade XII science.

### Chemistry 30

Chapters 24, 25, and 26 of *Chemistry for Secondary Schools*, Advanced Edition, are not required for examination purposes in this course until further notice.

### Biology 32

In order to provide for sufficient time for laboratory work, Unit II on Conservation may be omitted from the Biology 32 course. Provision for this omission was made about three years ago. It will continue to be in force until further notice.

### Junior Red Cross

While the Department of Education rarely sponsors or encourages the raising of funds for charitable purposes through the schools, it recognizes the peculiar position of The Red Cross Society in that Junior Red Cross has long been approved as a worthy activity for school children. During World Refugee Year, the Junior Red Cross is attempting to raise the sum of \$150,000 to assist in the alleviation of distress among young refugees. The Department commends this program to the schools and, subject to approval by school boards having immediate jurisdiction, authorizes activities in schools designed to further this worthy cause.



# *Executive Council Elections, 1960*

Local associations nominating candidates for election to the Executive Council of The Alberta Teachers' Association should make certain that the following procedures are followed, to ensure that nomination papers are in order and will be placed before the nominations committee.

- One acceptance form, signed by the nominee and witnessed, must be submitted before any nomination is in order.
- Each nomination form must be duly signed by the president and the secretary of the local, and each signature must be witnessed.
- Nominations must be received at head office on or before March 7, 1960 at 5 p.m.
- Each candidate is requested to submit, as early as possible and not later than March 7, 1960, biographical information not exceeding 150 words and a glossy print of a recent photograph, for publication in the March 1960 issue of The ATA Magazine.

## **Executive Council**

### **By-law 25—**

"The Executive Council shall consist of fourteen (14) members, namely, the president, the vice-president, the immediate past president, and the general secretary-treasurer, and ten (10) district representatives. The president, vice-president, and district representatives shall hold office from the time of their installation until their successors have been elected and installed in office. They shall be elected by ballot of the members of the Association as herein provided. The general secretary-treasurer shall be appointed by the Executive Council."

## **Nominations and Acceptances**

### **By-law 40—**

"Any local by resolution at a regularly called meeting or at a meeting of the executive committee thereof, shall be entitled to nominate one (1) member as a candidate for election to the office of president, one (1) member as a candidate for election to the office of vice-

president, and one (1) member as a candidate for election to the office of district representative for the district of which the local forms a part. Subject to the provisions of By-law 42, any member of the Association may be nominated for the office of president and vice-president. For the office of district representative a local may nominate one of its own members or one of the members of another local in the same district."

### **By-law 43—**

"Nominations and acceptances must be received by the general secretary-treasurer not later than forty (40) days prior to the first day of the Annual General Meeting."

Nominations for election to the Executive Council of The Alberta Teachers' Association for the term beginning Easter, 1960, and acceptance of nominations, in the form prescribed by the Executive Council, must be received at head office, on or before March 7, 1960, at 5 p.m.

Any sublocal may suggest to the executive committee of its local the names of



proposed candidates for election as president, vice-president, and district representative.

## **Eligibility of Members to Vote**

### **By-law 37—**

"Except as herein otherwise provided, each member, who has paid his fees for the month of November preceding each election of the Executive Council, shall be entitled to vote in such election."

## **Eligibility of Members for Election to the Executive Council**

### **By-law 33—**

"A person shall be eligible for election to the Executive Council, if at the time of his nomination he:

- (1) is a member in good standing,
- (2) is entitled to vote in the election of the Executive Council, and
- (3) has for not less than four (4) consecutive years immediately preceding his nomination been a member of the Association or a member of any other affiliated organization of the Canadian Teachers' Federation, provided that a period of unemployment as a teacher during such years shall be deemed to be a period of membership for the purpose of this by-law."

### **By-law 42 —**

"To be eligible for nomination as a candidate for the office of president, the proposed nominee shall have served previously as a member of the Executive Council."

## **1960 Elections**

### **By-law 38(1)—**

"One-half of the members of the Executive Council other than officers shall be elected annually and shall hold office for a period of two years from the date of the first executive meeting following their election."

In accordance with By-law 38(1), the following elections to the Executive Council for terms beginning Easter, 1960, will be held.

### **Officers—**

- President
- Vice-President

### **District Representatives—**

- Northwestern Alberta Constituency
- Edmonton City Constituency
- Central Western Alberta Constituency
- Calgary District Constituency
- Southeastern Alberta Constituency

## **Geographic Districts**

### **Northwestern Alberta Constituency—**

All schools situated within the area covered by the following locals: Fairview, Grande Prairie, High Prairie, Peace River, and Spirit River.

### **Edmonton City Constituency—**

All schools situated within the area covered by the following locals: Correspondence School, Edmonton Public, Edmonton Separate, and West Jasper Place.

### **Central Western Alberta Constituency—**

All schools situated within the area covered by the following locals: Lacombe, Ponoka, Red Deer City, Red Deer District, Rocky Mountain House, and Stettler.

### **Calgary District Constituency—**

All schools situated within the area covered by the following locals: Calgary Rural, Calgary Suburban, Drumheller, Foothills, Mount Rundle, Olds, Three Hills, Turner Valley, Vulcan, and Wheatland.

### **Southeastern Alberta Constituency—**

All schools situated within the area covered by the following locals: Acadia, E.I.D., Foremost, Medicine Hat, Medicine Hat Rural, and Sullivan Lake.



## PROFILE

### *D. A. to Teacher*

We sat quietly in Lawrence Peacock's office while the big yellow buses drew out of the school yard, one by one, and the late afternoon silence crept down the halls and through the empty classrooms. Lawrence had come to this school six years before as a high school mathematics teacher, leaving behind him 11 years as the district agriculturalist for the area. Now, as principal of a 17-teacher staff in the modern Sangudo school, he is in charge of 450 students in Grades I to XII.

These hours between school dismissal and the evening meal are precious to the teacher. The hurry and bustle is over for the day, the tensions relax, and the silence of the building is like a balm. We talked, pausing often to reflect, as I sought the answer as to why he had left an important and responsible position in the field of agriculture for teaching.

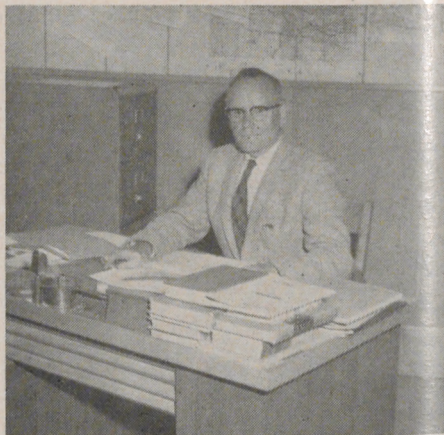
I found that Lawrence was born in Lanark County, Ontario, northeast of Toronto. He had come west in 1908 at the age of five years, and his father had settled near Okotoks. Later the family moved to Youngstown, where he attended school. His principal, the late W. E. "Bill" Frame, encouraged him to enter teaching and so Lawrence entered Calgary Normal in 1922. He graduated the next year and taught in various parts of the province until 1928. By this time, he had saved enough money to enter the University of Alberta in the Faculty of Agriculture, his lifelong ambition.

In 1932, a number of things happened to Lawrence Peacock. He received his B.Sc. in agriculture, he was married, and he set out to find a position in the agriculture field. None was available in the depression-ridden Alberta in which he found himself, so he turned again to teaching until 1942, when he was taken on as district agriculturalist by the provincial government.

"I was certainly given adequate territory to cover," he reminisced with an ironic smile. "When I got to Sangudo, I found that my territory extended from Stony Plain in the east, south to the Saskatchewan River, west to the continental divide, and north as far as I cared to go or was needed. The physical area alone constituted a tremendous challenge. I spent 11 years in the work of introducing suitable farming methods for the gray wooded type soil of my district."

He fell silent for a while, and then went on, "You asked me why I returned to education after all those years. This is a hard question to answer, really. I don't think the mere physical challenge I met as D.A. is what steered me away from agriculture. It was more that the tangible results of my work were not evident in the same way that they are in the classroom. Working with my staff here, I can look forward from year to year to improvement in the education service we offer to the community. This is the thing that makes teaching more interesting and challenging for me."

He spoke with pride of his family of three girls (one a graduate nurse) and two boys, as we went out into the autumn



*The challenge is bigger . . .*



sunshine. "I suppose one of the real blessings of teaching is that one can be at home to see his family grow up. As D.A., I spent most of my time on the road. It doesn't give you much time to get to know your children."

To which I said a silent "Amen".

—J. D. McFettridge

## Now Available

Mimeographed copies of the report of the Royal Commission on Education were distributed by the Association during December to all local associations for information and study. Printed copies of the report are now available, and locals or individuals may get one or more copies by sending a purchase order, accompanied by the purchase price of \$8 each, to the Queen's Printer, Edmonton. (Hard cover copies sell for \$5 each.) The Association commends detailed study of this report as a local, sublocal, or school staff project.

## NATIONAL HEALTH WEEK

Jan. 31 - Feb. 6, 1960

Health League of Canada

111 Avenue Road, Toronto

urges you to

*Join the Crusade  
for Health*

Talk Health. Organize a health committee.

"Ten people united for service can do more  
than ten thousand working alone."

## Why Procrastinate?

(Continued from Page 11)

and *Oedipus* (Doubleday Anchor, 1954). The reasons that Hamlet gives for his hesitancy will not stand serious consideration. Says Dr. Jones: "One moment he pretends he is too cowardly to perform the deed, at another he questions the truthfulness of the ghost, at another—when the opportunity presents itself in its naked form—he thinks the time is unsuited, it would be better to wait till the King was at some evil act and then to kill him, and so on. They have each of them, it is true, a certain plausibility."

It is very different with the man who, honest with himself, has mastered the habit of putting off. He has no unpleasant jobs hanging fire. He has realized the menace of procrastination and makes sure that it never touches him. He knows that it is the vote you don't cast that brings the wrong men into office, the kindness you think of but do not do that swells family unhappiness into misunderstandings, the phone call you don't make that loses the order, the lunch for which you are late that blights your prospects of a new job.

## Waiting for inspiration

An excuse sometimes made by writers, composers, business executives, and other people engaged in creative work is that they are waiting for inspiration. But inspiration is a guest who does not visit the lazy or the procrastinator as often as he does the busy and diligent. Most writers find that the best way to win inspiration is to insert a blank sheet of paper in their typewriters.

Sir Arthur Sullivan, composer of the Gilbert and Sullivan operas, oratorios, and a score of other sorts of music, said this: "One day work is hard and another day it is easy, but if I had waited for inspiration I should have done nothing."

Many offices have people in them who sharpen pencils instead of getting down to solving the puzzles in a job. Other people shroud their actions in a maze of red tape, giving as the excuse for delay that they must consider the problem



# TEACHING OPPORTUNITIES

with

## THE EDMONTON PUBLIC SCHOOL BOARD

For the term beginning Sept. 1960, our rapidly expanding system will require teachers for:

- ✓ **Senior High**
- ✓ **Junior High**
- ✓ **Elementary**
- ✓ **Industrial Arts**
- ✓ **Home Economics**
- ✓ **Special Classes for handicapped children**

Salary Range according to experience and training.

*For application form and salary schedule please write to:*

**W. P. WAGNER,**  
**Superintendent of Schools,**  
**Edmonton Public School Board,**  
**10733 - 101 Street,**  
**Edmonton, Alberta**

or

**Telephone GA 4-8021**

carefully from every angle and think of all the possibilities.

On the whole, it is wiser to make decisions promptly and crisply than to linger over them waiting for a flash of inspiration. In a competitive society it may be staying much too late to wait till precisely the proper time.

To put off a decision while gathering or awaiting pertinent information is not procrastination, but be sure that what is awaited is pertinent and necessary. All great leaders have deliberated with caution but acted with decision and promptness.

By debating every problem, awaiting the divine spark that will shine upon the right decision, we show ourselves to be timid and distrustful of our own judgments. The Hamlets among us must learn that it is better to make a wrong decision than none at all. At least an error teaches a lesson that need never be repeated. To stand indecisively midway between our duty and our task is calamitous.

Duty is not merely to do the thing we ought to do, but to do it when we should, whether we feel like it or not. When we make ourselves responsible for doing a job, making a plan, or directing others, we are duty and honor bound to do it at the time promised or expected.

This brings up the matter of punctuality. Immature people excuse themselves for lateness by saying that they have no sense of time, without stopping to think that if this were so they would be ahead of time as often as they are behind time.

There may be some who regard the catching of a train as a form of sport, and like to give the train a chance to get away, but people who take life at all seriously will consider it more sensible to start early than to hurry on the way. They will realize, too, that when meeting people instead of catching trains they are ill-bred who come late.

A word should be said to the person who is the victim of another's procrastination. Dr. Helen Brandon, a psychological counsellor, made constructive use of her time. In one year, she says, she spent some 120 hours a month waiting on some-



thing or somebody. "During this time I thought of 1,000 article-ideas, worked on the case histories of more than 100 people, and spent at least one-third of the time relaxing in one way or another."

### Time and efficiency

Time enters into efficiency in every activity. The essence of efficiency is economy of energy, space and time. It was wittily said by Lord Chesterfield of the old Duke of Newcastle: "His Grace loses an hour in the morning, and is looking for it all the rest of the day."

The well-organized life leaves time for everything, for planning, doing, and following through. Time does not boss this sort of life like a taskmaster with a whip. Time is not used up in regretting, or in trying to live life retroactively, or in explaining why something needed has not been done.

Some persons are more afflicted by procrastination than others, but everyone has at least a tinge of it. There is no use in shrugging our shoulders and saying: "That's the way I am," or in trying to forget our weakness. The biographies of successful people are crammed with the stories of overcoming weaknesses.

Perhaps the most valuable result of education, whether junior or adult, is to make us do the things we have to do when they ought to be done. Yet to cure the evil of procrastination it is not necessary to learn anything new in the way of information. Just relate what you already know to your daily problem.

Begin in small ways. Make it a rule to be orderly and systematic in dealing with your mail; lay aside only such letters as really need further thought and then take them up immediately after the routine mail has been disposed of. Make out a complete and honest statement of what you wish to do this day, this week, this year, and determine what obstacles are standing in your way. Odds are a hundred to one that you will find your time-and-energy schedule full of holes through which time is leaking: now that you have uncovered them, you have a chance to plug them.

## University of Alberta Faculty of Education

The Faculty of Education, University of Alberta, invites applications for the following teaching positions, most at the assistant professor rank, appointments to become effective September 1, 1960. The appointees will be expected to teach in the fields indicated.

### AT EDMONTON

- Science Education (Division of Elementary Education)
- English and English Methods (Division of Secondary Education)
- History, Sociology and Philosophy of Education (Division of Secondary Education)
- Educational Administration (Division of Educational Administration)
- Educational Psychology (Division of Educational Psychology)

### AT CALGARY

- Music and Music Education (Divisions of Elementary and Secondary Education and Department of Fine Arts)
- Art and Art Education (Divisions of Elementary and Secondary Education)
- Social Studies (Division of Elementary Education)
- English and English Methods (Division of Secondary Education)
- Educational Psychology (Division of Educational Psychology)

Fuller information available on request. All enquiries and applications should be addressed to the Dean of the Faculty of Education prior to February 15, 1960.



Your effort may mean the making of a new pattern of life, as you acquire skill in distinguishing between the better and the worse way of doing things. Why be a slave to conventional ways? Why must the mail be disposed of before you tackle the important business of the day? Why must routine housework be done before you turn to some major project?

Try scheduling your time. Jot down the various jobs you must do or would like to do. Estimate the time needed for each. Number them in order of their importance to you. Then wade into them.

In *The Vision of Mirza*, time was a tide stretching from mist to mist, without limits. But our everyday time is not like that at all; it is the space between getting up in the morning and going to bed at night. Into this space we must fit our various projects and the episodes of routine living. Weak men will drift through the hours; strong men will steer from this point to that.

Whether you have a luxurious amount of free time, or are pinched for white space on your daily time chart, you will be happiest when you make sure of getting the best value for every minute. The way to avoid the feeling of marking time, of beating with futility at an unseen barrier, is to schedule your time.

This involves concentration on the job at hand so as to get it done, but it also necessitates looking ahead. Baden Powell had a game for his Boy Scouts called "Near and Far". A party of scouts walking along a road would be halted at intervals and turned around. The boys were asked what they had noted at their feet and on the horizon. Seeing near and far is an essential part of planning our use of time.

Some people find it comforting and inspiring to look back, at the end of a day, at what they have accomplished, both in big things and little. A day which seems to have gone awry, with our plans broken up by unforeseen events, may appear to casual thinking a lost day, but when we count the items, we find solace.

## Overcoming inertia

Professional people tell us that all the world seeks rest. Water seeks its level and all forms of energy tend to run down to less strenuous activities. They call this entropy.

Human beings, like things in nature, suffer from inertia. It takes more effort to start than to keep going, and it is easier to stop than to continue. Even worse, we find it possible to delude ourselves: we frame plans and make decisions and then allow ourselves to think of them as being completed.

Decision is of little account unless it is followed by action, and there is no recipe for getting things done so good as the one to start doing them. Doing nothing is negative action, but it has positive consequences: discouragement, irritation, disappointment, and even ill health and mental upset.

So don't look too long at a job before starting it. Even if progress seems slight and futile, the act of starting and proceeding a little way is a mighty force inspiring us to continue toward successful completion. Initiative is a pallid thing unless it is kept going.

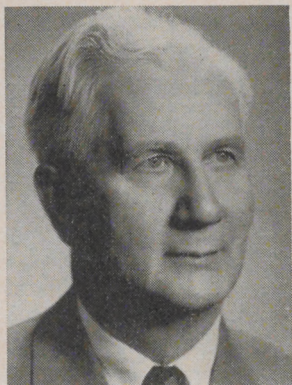
Every man working toward success in professional, business, or technical life will seek to find his weak points so that he may strengthen them. If his weak point is procrastination, he may have to work at it with some determination, because it has taken him a long time to achieve the proficiency in it he has now and he cannot expect to get over the habit in a week.

Don't let us defend our procrastination or find excuses for it. Churchill said with regard to the failure of planners in another area: "If you simply take up the attitude of defending it there will be no hope of improvement."

By constructive thought and action, energetically applied to the elimination of procrastination from our lives, we may make the coming year much longer than the past in terms of things done, happiness realized, and vividness of life enjoyed.



# TEACHERS IN THE NEWS



**J. PERCY PAGE**

Alberta's eighth lieutenant-governor is J. Percy Page, teacher, politician, coach, and community worker.

Mr. Page was born in Rochester, New York and came to Canada in 1890. He received his early education in Bronte and Oakville, Ontario and graduated from Hamilton Collegiate Institute. Subsequently he graduated from Ontario Normal College, Queen's University, and the American Institute of Business.

In 1912, Mr. Page came to Edmonton to introduce commercial training in the high school. From 1914 to 1949 he was principal of McDougall Commercial High School in Edmonton, and from 1949 until his retirement in 1952 he was principal of the commercial division of Victoria Composite High School. His retirement marked the end of 40 years of continuous service on the Edmonton staff.

Mr. Page entered provincial politics in 1940 with his election to the legislature. He was re-elected in 1944, 1952, and 1955. Up to the time of his resignation from the Edmonton Public School Board, he had been a school trustee for three and a half years.

The new lieutenant-governor is perhaps best known as the coach of the world-famous Edmonton Commercial Grads. This girls' basketball team was organized in 1914, and with Coach Page won 502 of 522 games until the team was disbanded in 1940. The Edmonton Grads were four times world champions at the Olympic Games, in Paris in 1924, in Amsterdam in 1928, in Los Angeles in 1932, and in Berlin in 1936.

## *Scholarship and Fellowship Information*

### **ATA Fellowship**

The Alberta Teachers' Association Fellowship in Education of \$2400 is offered to residents of Alberta, who are members of the Association, and who are admitted to the School of Graduate Studies of the University of Alberta for intramural study at a regular winter session on a doctoral program in education. The deadline for applications, which must be filed with head office of the Association, is March 15. Application forms are obtainable from the general secretary upon request.

This is a new fellowship offered for the first time for the 1960-61 academic

year. It was approved at the last Annual General Meeting. It is open to students who wish to do doctoral work in any one of the four divisions of the Faculty of Education. The fellowship is awarded for a year and can be allocated to the same person for a second year.

### **ATA Scholarships**

The Alberta Teachers' Association offers annually eleven \$500 scholarships in education. Three of these scholarships are offered to students who have completed their bachelor of education degree and are proceeding to post-graduate work in education. Four scholarships are of-



ferred to students in the Faculty of Education who are proceeding from their third to the fourth year. Four scholarships are offered to teachers with permanent certificates who have completed three years of the bachelor of education program and are proceeding to the fourth year of the program by intramural study.

Applications for these scholarships must be received by the general secretary at 9929 - 103 Street, Edmonton, by May 15. Forms are obtainable on request.

### **Carnegie Corporation Research Fellowships**

The University of Alberta in conjunction with the Carnegie Corporation of New York announces four research fellowships, each of a value of \$2500, for graduate study in educational psychology during the 1960-61 intramural year. The fellowships will be awarded on the basis of academic and professional achievement and will be used to finance graduate study leading to the M.Ed. or Ph.D. degree.

Information concerning the programs for these degrees may be obtained from the Chairman, Division of Educational Psychology, Faculty of Education, University of Alberta, to whom applications accompanied by transcripts of academic record and the names of three suitable references should be sent before March 1.

### **University of Alberta Fellowships**

Fellowships, teaching scholarships, research assistantships, and other types of work opportunities in amounts up to \$2400 will be awarded by the Division of Educational Administration for the 1960-61 academic year.

Successful applicants may also receive travel assistance to help defray the costs of transportation to Edmonton and to cover expenses involved in field projects. By a combination of these kinds of assistance an attempt is made to meet the financial needs of promising students who wish to take advanced training in school administration (graduate study only, M.Ed., Ed.D. or Ph.D.).

Application for financial assistance should be made by March 1. Information and application forms may be obtained by writing to Chairman, Division of Educational Administration, University of Alberta, Edmonton.

### **Province of Alberta Graduate Awards**

Attention of graduate students is directed to the Province of Alberta graduate scholarships and fellowships (and other graduate awards), details of which can be found in the Faculty of Graduate Studies calendar. The Province of Alberta offers ten scholarships to students in any year of graduate study in amounts of either \$2200 or \$2600 on a twelve-month basis. They are intended to encourage the winner to do full-time research. Three fellowships valued at \$3600 are also offered, on a twelve-month basis, to advanced graduate students who are enrolled for a full-time program leading to either the Ed.D or Ph.D. In addition, the Province of Alberta offers 25 tuition bursaries to students in any year of graduate study. Applications must be filed by March 1. Full information can be obtained from the Dean, Faculty of Graduate Studies, University of Alberta, Edmonton.

### **Du Pont of Canada Limited Scholarships**

Continuation in 1960-61 of its scholarship program designed to help improve science and mathematics teaching in secondary schools has been announced by Du Pont of Canada Limited.

The company makes fifteen grants of \$1800 each to ten participating universities (including the University of Alberta) which select the scholarship winners. For each scholarship, the company grants \$300 to the university for administration costs. If a winner of a \$1500 scholarship is a married man the company increases the grant to \$2100.

Detailed information and application forms are available from the Dean, Faculty of Education, University of Alberta, Edmonton.



*For your Teaching Program:*

## **NEW FILMS**

**The Living Stone**

Social Studies — UE-SH

**Eye of an Artist**

Art Appreciation — SH

**Finger Painting of Wu Sai Yen**

Art — JE-SH

**A Way of Life**

Science — JH

*For rentals, apply to—*

**Division of Visual Instruction**

**Department of Extension**

**University of Alberta**

**Edmonton, Alberta**

## **VICTORIA COLLEGE**

**Victoria, British Columbia**

Applications are invited to fill the following vacancies in the College of Education: Art, English, Mathematics Education, Physical Education (Women), Primary Education, Science Education.

Each position involves instruction in a basic general course in Education, teaching in a special field, and supervision of Practice Teaching.

Applications, including copies of academic transcripts, details of teaching experience in the public schools and at college level, letters of recommendation, and a recent photograph, should be made, if possible before February 15, 1960, to—

**DR. W. H. HICKMAN**  
**Principal**

**Victoria College**  
**Victoria, B.C.**

## **SUPERINTENDENT OF SCHOOLS**

**MEDICINE HAT  
SCHOOL DISTRICT No. 76**

Applications are invited for the position of Superintendent of Schools for the City of Medicine Hat Public School System, consisting of 14 schools and 4200 pupils in Grades I to XII. Duties are to be assumed on or about May 1, 1960, with a commencing annual salary of \$10,500 with five annual increments of \$400, to a maximum of \$12,500.

In support of their applications, candidates should submit—

- Academic record
- Outline of professional experience
- Names of three references
- Information concerning age, marital status, and other relevant details
- A recent photograph

Applications will be received until March 15, 1960. Address all enquiries or applications to—

**G. H. DAVISON**

Secretary-Treasurer

Medicine Hat School District No. 76  
Box 189, Medicine Hat

## **EUROPEAN VACATION**

Join our teachers' tour of Europe for the summer of 1960. Visit Britain and seven countries of the Continent on a

**56-day vacation**

**Starting July 2 and ending  
August 28 in Regina.**

The tour is being especially arranged for those of the teaching profession and you will be with a group of friends throughout the summer.

*For full particulars write,*

Secretary

**ALBERTA RECREATIONAL  
SOCIETY**

(Western Branch)

6908 Palm Avenue  
Burnaby 1, British Columbia



## NEWS FROM OUR LOCALS

### Benalto-Sylvan Lake teachers discuss track meet

At their second meeting of the current term on November 25, teachers of the sublocal discussed the possibility of organizing a track meet in the spring. The meet would include students of both Sylvan Lake and Benalto Schools. The remainder of the meeting, attended by 15 members, was devoted to work on the sublocal's social studies project.

### Officers reported for Biggin Hill Sublocal

The sublocal has reported its officers who were elected at the organization meeting in September. They are: Harold Jepson, president; Warren Roy, vice-president; Louise Millar, secretary-treasurer; Walter Cooper, councillor; John Kaminski, publicity; and Elsie Engman, Lee Letersky, and Greta Garrison, entertainment committee. The teachers held an enjoyable get-together wiener roast at Waikiki Beach at Cold Lake.

At their meeting in October, the teachers discussed convention plans, Alberta accreditation, professional publications, and the bringing in of outstanding personalities as guest speakers. A. H. Hughes advised that the airforce would fly in guest speakers from Edmonton.

### Mervin Ross re-elected president for Buck Lake

Mervin Ross was re-elected as president at the sublocal's annual meeting in September. Also re-elected were Mrs. Esther Fullerton, secretary-treasurer, and Walden Smith, chairman of salary policy committee. Other officers are Ida Weglin, vice-president, and Mrs. Anne Olsen, press correspondent. The sublocal's project for the year is the improvement of paragraph writing.

### Camrose works on public relations

Interest in and appreciation for the work that has been done by the local's public relations committee in drawing up a tentative public relations constitution was expressed at the December meeting of the local executive. Don Murray, chairman of the committee, presented the report.

### Camrose Sublocal hears Banff Conference report

Thirty members attended the sublocal's November meeting at which H. J. Irving reported on the Banff Conference. He invited the teachers to consider that in matters of education, they are better qualified than anyone else to express an opinion. In general, however, teachers fail to state their position on educational matters. A report from the local was given by W. J. Lerner.

The annual Christmas party, which revealed a wealth of talent among the teachers present, was held following the business meeting of the sublocal on December 9 in the Camrose High School. Leo Peltier and Charlie McCleary were elected to the public relations committee.

### What Is a Teacher? . . .

S. A. Earl, supervisor of student teaching in the Faculty of Education, and formerly with the Department of Education as coordinator of teacher education, spoke at the November 18 meeting of the Clover Bar Sublocal on the topic, What is a Teacher? Before his address the teachers were divided into three groups to consider: "what did he say?", "yes, but . . .", and "what are we going to do about it?". After Mr. Earl's stimulating talk, the group opinions were consolidated and presented to the whole meeting. The discussion which followed



Required—

## **SUPERVISOR OF INDUSTRIAL ARTS**

**DEPARTMENT OF EDUCATION**

### **Qualifications**

**University Degree  
Special Certification in  
Industrial Arts  
Teaching experience in  
Industrial Arts**

### **Salary**

**Current Range \$6,840 to \$8,580**

This appointment is to take effect as soon as can be arranged and not later than July 1, 1960.

*Apply, giving particulars as to qualifications and experience to—*

**F. D. Betts  
Director of Personnel  
Legislative Building  
Edmonton, Alberta**

## **University of Alberta SUMMER SESSION**

**Edmonton, Alberta**

**July 4 to August 13, 1960**

The Summer Session Announcement is now available for distribution. When applying for same, please use the form which appeared in the December issue of this magazine.

### **PLEASE NOTE**

- Pre-session study is required in all courses.
- Students who have not previously attended the University must file Application for Admission forms not later than April 1.
- Except for English 2, the deadline for registration is April 30.
- Registrations in English 2 must be filed by February 15.

## **OVERSEAS EDUCATION LEAGUE (Lilian Watson Travel Service)**

### **50th ANNIVERSARY TOURS 1910 - 1960**

Sailings from Montreal: June 28, July 5  
from Britain: August 19, 26

**ALL CANADIAN PACIFIC EMPRESSES**

**BY AIR from Canada—July 1, 2**

**from Britain—Aug. 25, 26, 27, 28, 29**

**TOURS—in Britain,**

**including ocean, from \$685**

**Land portion only, from \$245**

**Continental tours, from London, from \$120**

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indicated the concern of the members on their role within the profession.

The meeting also heard a report by Bill Syme on the Banff Conference; he dealt with curriculum, public relations, and group dynamics, and suggested the procedure followed with Mr. Earl's address. Ernie Zutz reported on the last local meeting. The suggestion that the executive appoint a programming committee resulted in the election of Harvey Zingle, Eugene Bodnarchuk, and Mrs. Lee Phipps.

### **Dickson-Markerville teachers entertain at social evening**

Instead of a regular meeting, the members of the sublocal entertained their families and some friends at a turkey supper on December 10 at the Spruce View School. Edna Farris, Mrs. Marie Sveinson, and Mrs. Evelyn Johansson were in charge of games in the auditorium.

### **Spelling receives attention at Didsbury**

The program for the December 2 meeting of the Didsbury Sublocal included a discussion of the importance of spelling in tests and daily assignments. The teachers were divided into four groups to discuss the problem. Carol Spragge reported for the primary, Irene Harder for the elementary, Mrs. Hazel Youngs for junior high, and E. T. Wiggins for the senior high school. The teachers agreed on the vital importance of spelling in all subjects.

### **New executive elected for Falun-Lakedell-Pipestone**

The new sublocal executive is comprised of: R. H. Peters, president; D. F. McLeod, vice-president; M. Myhre, secretary-treasurer; and A. Gamble and D. Goos, sublocal representatives. A recent program featured reports by Mrs. Helen Schumacher and Walter Gryzb, assisted by Mrs. Irene Lotocki, on the Banff Conference. Later, Mrs. Schumacher, with Norma Wells as recorder, gave a demonstration lesson in Grade IX literature. Using the circle-seating arrangement,

Mrs. Schumacher demonstrated how this situation promotes an informal atmosphere conducive to conversational-like responses. Winfield teachers were guests at the meeting.

### **New language program is sublocal project**

At the November 26 meeting of the Fawcett-Jarvie Sublocal, the members divided into three groups — primary, elementary, and high school — to further their study on the language program which is the sublocal's project for the year. A chairman from each group reported to the complete meeting. The business portion of the meeting included a summary of the last executive meeting of the Westlock Local given by Jack Hackman, local representative.

### **Foothills elects new executive**

The Foothills Local has reported its executive for the current school term. President is Mrs. G. Miles; with B. Duse, vice-president; W. Hansell, secretary-treasurer; and Mrs. Heslip, Mr. Duse, and Floyd Henheffer, councillors. Elections were conducted at the local meeting held at the time of the fall convention in November.

### **High Prairie reports on local business**

Despite slippery roads, all but two members were present for the meeting of the local executive in December. It was reported that membership of the local is now 161 teachers, compared with 152 last year. A negotiating committee of President J. Enns, T. Wenc, and Mrs. J. Popel, was formed. The members of the grievance committee are Mrs. Popel and E. R. Daniels. It was decided that in future an agenda will be circulated to all executive members prior to each meeting in order to give them more opportunity to collect and consider information relating to topics to be discussed. The meeting expressed the view that the provision of trailers as housing accommodation for teachers in certain parts of the division is not satisfactory. Several other matters



concerning policy and professional conduct were discussed.

### Hines Creek Sublocal reorganizes

Members present at the reorganization meeting of the sublocal on October 15 elected Marvin Ecker as president; Mrs. A. Horton, vice-president; Mrs. G. Raspberry, secretary-treasurer; and Mrs. M. Radwick, press correspondent. The teachers suggested ideas for the program for the coming year, and the final outline of the year's activities was referred to the executive.

Sixteen members attended the November 19 meeting at which group insurance was discussed. The discussion was continued at the December meeting when I. Armstrong of Fairview spoke on life insurance and answered questions about MST. Mr. Armstrong also demonstrated the use of a film projector. Using the tape recorder to give descriptions and then the film projector to give the same descriptions and illustrations, he proved the value of a visual presentation over mere verbal presentation.

### MP addresses Irma Sublocal

Cliff Smallwood, MP for Battle River-Camrose, was special guest at the November meeting of the sublocal. Mr. Smallwood spoke on different aspects of the work of parliament. He outlined the importance of the party caucus, the duties of the party whip, the volume of work done by parliamentary committees, and the pageantry of the opening and closing of parliament. President Mrs. O. Darling thanked Mr. Smallwood.

### Review of periodicals and professional helps is sublocal project

The Hinton Sublocal meeting on November 18 featured a review of 51 magazines, periodicals, pamphlets, and professional helps. Hazel Hart headed the project and obtained sample copies of these publications for the teachers' perusal and particulars of subscriptions. Teachers who assisted in the reviews were: Louise Champion, Margaret Dickson, Margaret Dugis, Helen Newman,

Jessie Stevenson, Jack Appleyard, Lloyd Cribb, John Dickson, and Dick Tubb. Rex and Karen Marshall from Brule were welcomed to the group. President John Dickson conducted the business session which included a discussion of suitable entertainment for a meeting in January at which the general secretary of the Association will address the home and school association.

### Bonspiel plans completed by Lethbridge Northern Sublocal

Details of the teachers' bonspiel to be held in the new year were given to the December meeting of the sublocal by Mrs. O'Donald, chairman. Forty rinks are expected to take part in the seventh annual curling meet at the Picture Butte rink. Entry fee is \$1. H. Blois, delegate to the institute steering committee, reported on progress. Suggestions as to possible topics for the institute included the Cameron Commission report, developmental reading, and the enterprise. Another interesting report was made by Mrs. Marion Court on last August's Banff Conference. T. Hofman was elected as a councillor.

### Spelling studied by Morinville Sublocal

An interesting session on spelling from Grade I to Grade XII was featured at Camilla School on November 19. There was a full attendance to participate in the divisional group sessions. Each group framed questions for another group to consider. The resulting answers on phonics, drill, and other remedial techniques proved of value.

### H. Larson addresses Ponoka Sublocal

At the November 19 meeting of the sublocal, H. Larson, principal of Ponoka Schools, gave an enlightening talk on some of the defects of our traditional grading system and put forward some suggestions that could be implemented. Much interest was also shown in a discussion of the findings of the Cameron Commission. It was suggested that further discussion should take place at the



local level with a speaker more cognizant of the facts invited to attend.

### Compilation of handbook is sublocal project

Following the business session at the regular meeting of the Red Deer Sublocal on November 19, the group began its first project of the year, the compilation of a handbook for new teachers in the division. Introducing the project, N. Griffiths presented a proposed outline for the handbook, and the meeting then divided into groups to study various sections, and then each group made a summary of its opinions and ideas.

### Articles from magazine discussed by Vauxhall Sublocal

Major feature of the November 16 sublocal meeting was a discussion of several articles appearing in the October issue of *The ATA Magazine*. E. Wright presented a summary of the article by Geraldine Channon on teachers' liability in school accidents. The article on the teacher and curriculum development by Dr. H. T. Coutts, dean of the Faculty of Education, was discussed by A. Reimer. Two other items discussed were the notice of the ATA Savings and Credit Union Limited and of the Killam Local's experiment in instruction planning.

## The Teacher's Role in Education: His Rights and Responsibilities

Education is every man's birthright. Education is of prime importance in the success of any democracy. In an age when all nations claim to be governed for and by the people, individual citizens must not only be allowed to play a part in their country's affairs, but must be enabled to do so effectively. Without education no one can participate constructively in the civic or material life of his community, whatever other political rights and freedoms he may possess.

To provide a satisfactory education, many things are necessary, but one alone is absolutely indispensable: the teachers. Without enough teachers, and good teachers, the finest buildings and the most expensive equipment become worthless showpieces.

That there is a severe world shortage of teachers is common knowledge, but there is everywhere an even more serious shortage—that of well-qualified teachers.

All nations owe it to themselves and to each other to recognize this serious state of affairs, and to improve both the economic status and the standards of the teaching profession.

Teachers must not forget, however, that they have certain duties as well as certain rights. They have not only the right but also the duty to continue and improve their own education, and in turn to improve that of their pupils. They have the right to hold their own opinions. They have the duty to insist on freedom of opinion for others. They have the right to live free from serious material worries, so that they can more effectively perform their duty of combatting the ignorance which condemns others to lives narrowed by the struggle for day-to-day existence.

This declaration was approved by delegates at the 1959 Assembly of the World Confederation of Organizations of the Teaching Profession and is reprinted from *Panorama*, Autumn, 1959.

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# THE ATA NEWS BEAT

## Pensions grievance committee

At a meeting on December 12, Chairman H. C. McCall and his committee decided that six of twelve cases referred to it should be taken to the Board of Administrators, Teachers' Retirement Fund for further consideration. It was decided that nothing could be done by the Association for five cases and one case was settled to the satisfaction of the grievant. Lars Olson, one of the members of the committee, was absent owing to a tragic bereavement in his family.

## Western Conference

President R. F. Staples, Dr. Clarke, and Mr. Ingram represented the Association at the annual conference of presidents and secretaries of western teacher organizations, held in Saskatoon from December 7 to 9. The theme of the conference centred around programs of professional development aimed at improving teacher competence. There was a lively interchange of information and ideas. Your representatives were impressed by many of the programs and activities in other provinces. The other provinces were interested in many of Alberta's activities, especially our series on the improvement of instruction.

## Sub-examiners' pay

A. D. G. Yates and F. J. C. Seymour met with the Minister of Education on December 10 to discuss increases in sub-examiners' pay. A further meeting is to be held in January at mutual convenience.

## Advisory Committee on Private Schools

Dr. Clarke attended a meeting of this committee on December 14. Discussion centred around the questions of various forms of financial assistance and regulations for the operation of private schools.

## Ad hoc merit committee

A special committee of the Executive Council completed a study of the section of the Cameron Commission report on payment of teachers. Two of the most significant findings of the committee were that the Cameron Commission accepts the present salary structure as going a long way towards recognizing quality of teaching performance and also that the Commission has rejected the traditional concept of merit pay.

## Meetings with Minister and Cabinet

The table officers and Mr. McFetridge met with the Minister of Education on the morning of December 16 and with the full Cabinet in the afternoon, to present ATA resolutions as instructed by the Annual General Meeting. Matters discussed included: teacher liability during the noon hour, appeal rights for principals and vice-principals upon dismissal, dates of resignation, permission for rural boards to contribute to group insurance, and the functions of the General Curriculum Committee.

## Table officers' meeting

A meeting of the table officers and available staff officers was held on December 30 to discuss ATA presentations to be made to the Coordinating Committee and matters relating to the report of the Cameron Commission. It was decided to recommend to the Executive Council that the Association undertake to prepare and to publish in a special issue of *The ATA Magazine* a condensation of the Cameron Commission report. Table officers also discussed items for the agenda of the joint meeting to be held with the Board of Administrators, Teachers' Retirement Fund on January 16.



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## Coordinating Committee

A meeting of the Coordinating Committee, consisting of representatives of The Alberta Teachers' Association, the Alberta School Trustees' Association, and the Department of Education, was held on December 30. The trustee representatives were opposed to amendments to *The School Act* which would permit rural boards to contribute to group insurance schemes as city boards are now allowed to do. It was decided to amend the present statutory liability insurance policy to ensure that there can be no doubt as to teachers' coverage during the noon hour. No action is contemplated to change the dates of resignation nor to put principals' and vice-principals' dismissals under the Board of Reference.

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I'm sorry you feel that way about school, Herbert . . .



# Q & A

## OUR READERS WRITE

◆ *How long is a teacher required to stay at school after pupils have been dismissed?*

The teacher is required to stay until all pupils in his charge are off the school premises.

◆ *Is there a specific time at which teachers are required to report to their classrooms before school opening in the morning?*

The Department of Education regulations require that each teacher be present in the school a reasonable time before school opening. Some school boards, under authority of *The School Act*, pass regulations requiring that teachers appear for duty fifteen minutes before the morning session and ten minutes before the afternoon session. Where no specific regulation exists, the teacher must use judgment to determine what the term "reasonable time before school opening" means.

◆ *Does the ATA office have any materials for 1960 Education Week?*

We have information and suggestions for observance of Education Week. Write to Mr. E. J. Ingram. By the way, the provincial Education Week ceremony will be held in Red Deer on Monday, March 7.

◆ *Do we have the right to suspend a student from taking part in our athletic events because of unsatisfactory academic standing?*

Certainly. We do, however, hope that your school has established some clear policy in this matter so that students, parents, and community understand your rules.

◆ *I have read that the Cameron Commission wants teachers to go to summer school every year. Is this true?*

The report recommends a new system of certification which appears to require that teachers show evidence of improvement of qualifications from time to time. It is very evident that the commissioners are of the opinion that before too long every teacher should hold a bachelor of education degree or its equivalent before a teaching certificate is granted.

◆ *Who writes the column called "Profile" in The ATA Magazine?*

J. D. McFetridge has written all of the columns which have appeared so far.

◆ *When does the voters' list appear in the magazine?*

It used to be published in the February issue. However, following a change in the ATA by-laws, the voters' list will be published as a separate pamphlet commencing February, 1960.

◆ *My husband has been transferred and it is necessary that I resign from my teaching position. What should I do?*

First of all, you should realize that you cannot resign from your position during the school term without the permission of the Minister of Education. Your best course is to write to the school board explaining your problem and requesting that the board agree to terminate your contract. If the board will not agree to release you, your only recourse is to appeal to the Minister of Education for permission to resign. Just a further word of advice. If your husband is subject to transfer, you should inform your next employer of the conditions under which you can accept a teaching position. Sometimes it is difficult, if not impossible, for a school board to replace a teacher in mid-term.



## THE SECRETARY REPORTS

# Manitoba Commission Report

The report of the Royal Commission on Education in Manitoba is now available. It is a detailed document, containing some 460 specific recommendations. Here are some of the major findings of interest to Alberta teachers.

### The teaching force

The report recommends a progressive raising of entrance requirements into teacher education until the minimum is senior matriculation (Grade XII). It suggests a two-year program at the Manitoba Teachers' College which is to be affiliated with the University of Manitoba. The teacher education year is approximately eight months.

The Faculty of Education, to be renamed Faculty of Pedagogy, is to train secondary teachers (after an Arts or Science degree) and to offer graduate work. Its curriculum is to be controlled by a committee weighted with Arts and Science personnel and, if necessary, courses are to be taught by Arts and Science professors. A new building and a demonstration school are recommended.

Teaching certificates are to be reduced to three: elementary for Grades I - IX, secondary for Grades VII - XII; and specialist, restricted to the subjects of specialization.

### Rewards and sanctions in the grants structure

Alberta teachers must realize that Manitoba, unlike the other three western provinces, does not have schools in the rural areas organized in large units like our divisions and counties. The Commission recommends large units for secondary education, and to encourage these recommends a grant structure based on teacher salary, obtainable if the area organizes a division. The school unit then receives as grant the lesser of the salary grid of the grant structure or the salary actually paid. The salary grid of the grant structure is different for elementary and secondary teachers and teachers with dependents get more grant. For



a teacher with four years of teacher education the grant ranges from \$3200 to \$5100.

The sanctions in the grant structure involve merit rating. Unless the teacher obtains a merit rating from the board, the division does not receive the next higher sum on the salary grid. In addition, the report recommends that a teacher who for two successive years fails to receive a merit rating can be dismissed. Also, a teacher with low qualifications can be replaced by a teacher with higher qualifications.

### Merit rating

Principals are required annually to rate the teachers in their schools. Each teacher gets a copy of this report. The inspector also gets a copy and performs an additional rating, and additional confidential material is added to the report which now goes to the school board. The board, in turn, decides whether it will recommend merit and transmits its decision to the Department of Education. The Department coordinates the above and pays grants as noted.

In order that principals may be free agents of the school board, in schools of more than four teachers, it is recommended that the principals be withdrawn from membership in the Manitoba Teachers' Society and that they form an organization of their own. They would bargain collectively for their own salaries and cooperate with the MTS in the improvement of instruction.

### Fringe benefits

The first of these mentioned is the two-month vacation, and the recommendation is that the school board be permitted to require its teaching staff to report to work a few days before classes. A second recommended fringe benefit is leave without pay to attend university but with the provincial government continuing pension and group insurance payments under appropriate safeguards. Thirdly, a provincial sick pay plan provided through insurance is recommended with payments for a maximum of 26 weeks for each separate disability. The amount of such payment would be three-quarters of salary up to \$400 a month, plus half salary beyond \$400 a month. This scheme would be financed by teachers and school districts, each contributing \$6 per year per \$1,200 of the teacher's salary, the balance of the cost to be borne by the province. Payment would start with the eighth day of disability. Teachers could receive regular salary for incidental sickness up to five days a year. The advantages of this scheme are



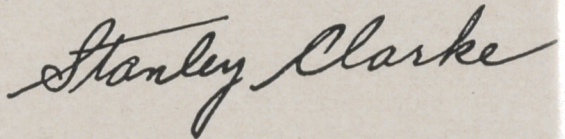
transferability, complete coverage from the start of teaching, and that these sickness payments would not be taxable.

Similar recommendations are made for a province-wide group insurance and group health plan.

### Other recommendations

- The development is recommended of a prescribed syllabus of religious instruction (Roman Catholic, Protestant, and Jewish) approved by a committee from the appropriate faith. School boards are to be encouraged, but not required, to use such programs up to a maximum of ten percent of school time.
- Public funds at approximately 80 percent of the level paid for public schools are to be available for grants to private schools.
- Dress and attire of students and a code of manners are to be prescribed by the school board and enforced by the principal.
- Teachers are to be required to be available for duty in some extra-curricular activity for a period of two or three hours per week.
- Teachers are to be required to conduct themselves in a way that sets a worthy example to their pupils.

It would be an interesting exercise to speculate as to how the Alberta and Manitoba school systems would compare ten years from now, if the recommendations of the respective commissions were to be adopted in full.



### *Voters' List*

#### Elections, Executive Council The Alberta Teachers' Association

The list of members of The Alberta Teachers' Association who are entitled to vote in the elections for the Executive Council will be published in February, 1960, in the form of a pamphlet. It will contain an alphabetical list of the names of members of the Association as registered on November 30, 1959. Teachers are requested to check it carefully to see that their names are included and, if they are not, to notify head office immediately.



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